DOCUMENT RESUME

ED 311 261 CE 053 269

TITLE	State of Montana Employer Needs Survey.
INSTITUTION	Northern Montana Coll., Havre. Montana Center for Vocational Education, Research, Curriculum and Personnel Development.
PUB DATE	88
NOTE	34p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Educational Demand; *Educational Supply; Employer Attitudes; *Employment Practices; *Needs Assessment; *School Community Relationship; State Surveys
IDENTIFIERS	*Montana

ABSTRACT

This document summarizes a needs assessment study of Montana businesses conducted in 1988 to provide direction for future planning and development in the state's vocational programs. The document begins by giving a rationale for the study and describing the mailed survey instrument used. (Sixty-six usable instruments were returned from a sample of 350, for a rate of 19 percent). Then the document reports the results of the survey's questions regarding the following: (1) whether work experience is required of new employees; (2) whether technical training is required; (3) whether training is provided for new employees; (4) whether ongoing training is provided; (5) whether it is difficult to find qualified employees; (6) whether employees are encouraged or sent to attend a college or technical school in Montana; (7) whether employees have been recruited from vocational-technical schools or colleges in Montana; (8) whether the firm participates in an apprenticeship program; (9) whether new employees undergo a testing procedure; (10) whether the demand for more highly skilled workers is increasing; (11) whether the firm has a high turnover rate due to inadequate training; (12) whether a considerable growth rate is expected; (13) whether the firm would participate in a cooperative education program; (14) the importance of basic education skills; (15) the desirable level of education for new employees; and (16) how new employees are obtained. The document concludes with copies of the instrument and letters that accompanied it. (CML)

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STATE OF MONTANA EMPLOYER NEEDS SURVEY

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A.W. "Gus" Korb, Director

FOREWORD

With the implementation of the Center for Vocational Education Research, Curriculum and Personnel Development, a system was created which provided for facilitating Vocational Education in the State. Systematic and comprehensive studies can be done by one agency which should prove to be helpful for all providers of vocational education. Such studies provide data necessary for program planning and review, equipment purchasing, and program articulation.

This report was completed in 1988 and summarizes a needs assessement study of Montana businesses. The study was a statewide effort in which approximately four hundred businesses were polled. The report should provide direction for future planning and development in vocational programs. In addition, the study has served as a means of making the businesses aware of the availability of the vocational offerings in Montana.

The Center would like to express its appreciation to all those who cooperated in the study.

A.W. "Gus" Korb, Director

STATE OF MONTANA EMPLOYER NEEDS SURVEY

Introduction

According to the Montana Department of Labor and Industry's publication Workforce to the Year 2000: Opportunities and Challenges, tommorrow's workers will be entering work careers involving at least six different employers and different jobs; therefore, they must be particularly conscious about designing maximum flexibility and breadth into their educational careers.

The report further states that jobs in the year 2000 will demand increased skill levels and educational attainment. According to the Bureau of Labor data, the average number of years of schooling required to obtain a job will increase by almost a full year, to thirteen and one-half years. High school diplomas will provide job opportunities to only 49 percent of the population by the year 2000, as compared to 58 percent today.

"Certain kinds of skills will be in greater demand than others," according to Workforce to the Year 2000: Opportunities and Challenges. "The general rule of thumb is that more advanced skills will provide much better opportunities for jobs and working career advancement. The greatest opportunities for jobs will be in the professional, technical and sales fields requiring the highest education and skill levels. In contrast, fields requiring the least amount of education are those experiencing the greatest decline in job opportunities."

Several factors have changed the shape of Montana's changing workforce. Increased technological demands, a move from agricultural and natural resource industries to light manufacturing and business jobs; the increasing number of women and minorities in the workforce; the rise of the service economy, and the reality of a global economy all have implications for the future of the workforce and that of vocational education.

In 1988, the Montana State Office of the Commissioner of Higher Education designated 14 distinct business and industry areas and appointed five technical committees to develop skill inventories for five of the 14 areas for the purpose of developing state-of-the-art model curricula. The Center for Vocational Education, through a federal Carl D. Perkins Vocational Education grant, facilitated the process. These validated task lists and defined job clusters provided insight into the type and level of knowledge and skills needed for entry, retention, and advancement in Montana's business and industry.

To further identify the needs of employers in Montana, The Center for Vocational Education conducted an "Employer Needs Survey" to determine if the employers hired graduates of vocational programs; how they found new employees; and what type of educational background employers look for in an employee.

Rationale

The Center for Vocational Education conducted the Employer Needs Survey in the fall of 1988 to help determine how and where vocationally-trained people were being utilized by Montana's employers and how various vocational-technical schools could better serve the employers' training and educational demands.

The Center utilized the Directory of Montana Associations to obtain names and addresses of businesses and organizations for gathering the data.

For every technical program offered within the state's vocational-technical institutions, specific types that might employ people with those relevant skills were identified. Potential businesses from all geographical areas of the state, from larger cities to smaller towns, were covered.

In addition to securing general background information about the business (name, business type, location, number of employees, and methods used to secure employees), respondents were asked to list the four most frequent job types found in their businesses and to answer thirteen yes/no questions about employment experienced in each job type. They were also asked to rate the basic skills needed and the necessary educational preparation for their employees.

Finally, employers were asked to provide written information about what additional training opportunities they would like to see from post-secondary institutions in Montana and how relations between the vocational-technical schools and the business community might be improved.

The survey was mailed to 350 employers and 49 advisory council members from the state's vocational-technical schools.

Response

As shown in Table I, 66 usable employer surveys were returned with a total of 221 separate job type/employee responses. Respondents represented businesses that employed as few as one employee and as many as 2500 employees. Returns on the survey indicated that the travel/tourism and health care industries employ the largest number of workers. Several businesses, including a steel fabricator, the state highway department, and an aviation facility, employed more than 100 people.

For reporting purposes, like businesses were grouped together under general business classifications (i.e. HEALTH CARE - hospitals, nursing homes, dental, medical care) to find general trends and common skill areas.

Employers were asked to list up to four specific job types/titles within their business area and to answer specific questions pertinent to each. "Job types" were defined as "the kind of work an employee is involved in." Examples were given on the introductory material, as secretary, carpenter, welder, mechanic, cook, draftsman, nurse, operator, etc. The appendix includes a copy of the survey instrument.

Similar "job types" were found within each business classification. For example, several employers listed the job title "nurse" in their responses. While each identified job type was listed in the survey as a separate response, the data show that employers in construction identified 21 different job titles; health care 21; natural resources/agriculture/utilities 18; business/retail 16; transportation/automotive 15; and travel/tourism nine.

TABLE I

Employer Needs Survey Results and Job Type Responses

Business Type	Surveys Returned	Individual Job Types Identified	Similar Job Types Identified
HEALTH CARE:			
Hospital and/or nursing homes*, medical offices, mental health and counseling/treatment facilities	22	81	21
NATURAL RESOURCES/AGRICULTURE/UTILITIES:			
Logging, agriculture/ implement dealers, telephone/ electric/power companies, mining/petroleum offices	8	24	18
TRAVEL/TOURISM/SERVICE:			
Hotel/motel/restaurant facilities, concesionnaire/ hospitality facilities	5	20	9
CONSTRUCTION:			
Engineering, general contractors, heating/air conditioning facilities, architects, fabricators/ finishers	12	38	21

TRANSPORTATION/AUTOMOTIVE:			
Auto sales/service/repair, state highway department, diesel service/repair facilities, aviation sales/maintenance facilities	10	27	15
BUSINESS/RETAIL:			
Office equipment/computers, printing services, commercial laundry, watch/clock repair, retail/wholesale food sales	9	31	16
Totals	66	221	100

*Many hospitals and nursing homes are combined institutions
**Job types are defined as the kind of work an employee is involved in. Employers were asked to list up to four specific job types for survey purposes.

Results

WORK/TRAINING EXPERIENCE:

Employers were asked several questions regarding the amount and type of work experience and training they require of their employees. These questions were asked to determine if Montana employers shared common and/or specific requirements for employment in their businesses.

Employers in the construction and natural resources/agriculture/utilities areas indicated they require previous work experience for new employees in over 66%-70% of the specific job types. All the other employment areas reported a smaller need with the health care industry reporting a low of 42%. Table II and Chart A depict the responses.

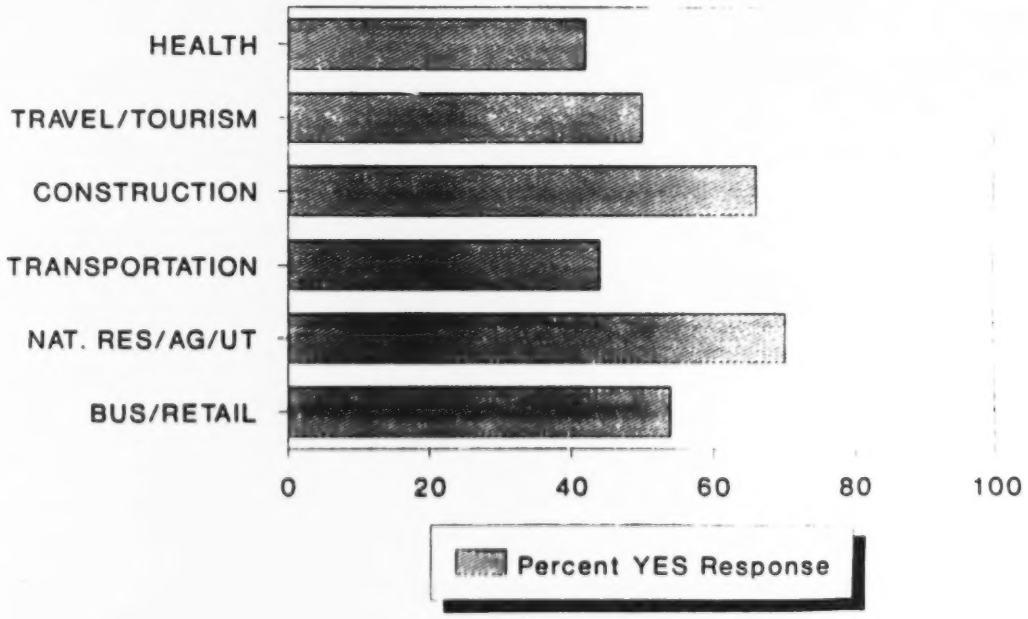
Table II

Is Work Experience Required of New Employees?

EMPLOYER BUSINESS AREAS	PERCENTAGE "YES" RESPONSES
Health Care Industry	42%
Travel/Tourism Industry	50%
Construction Industry	66%
Transportation/Automotive Industry	44%
Natural Resources/Ag/Utilities	70%
Business/Retail Industry	54%

CHART A

Is Work Experience Required of New Employees



The survey asked employers to report any technical training required in their specific job types. A major consideration given to vocational-technical schools and colleges in maintaining and/or developing relevant curriculum and course offerings is matching that which is required by industry.

The respondents in the six industrial areas indicated technical training is required most often for employees in construction, 68% of the jobs, transportation/automotive 59% and health care 58%. The others ranged from 52% of the jobs in business to 35% in travel and tourism. Table III and Chart B summarize the findings.

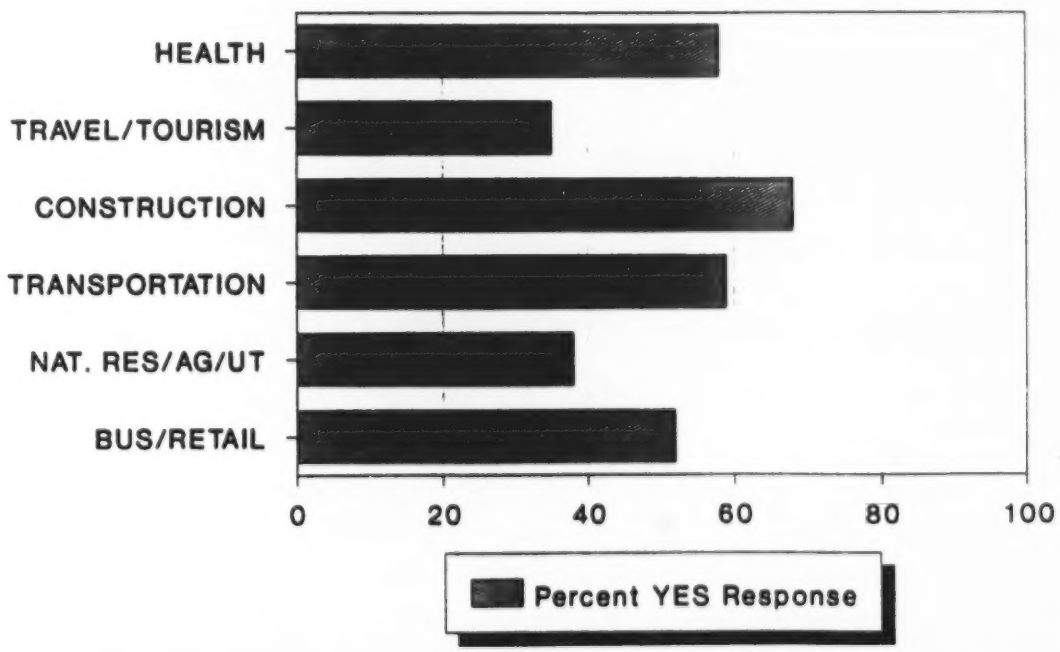
Table III

Are Employees Required to Have Technical Training?

EMPLOYER BUSINESS AREAS	% YES RESPONSES
Health Care Industry	58%
Travel/Tourism Industry	35%
Construction Industry	68%
Transportation/Automotive	59%
Natural Resources/Agriculture/Utilities	38%
Business/Retail Industry	52%

CHART B

Technical Training Required of Employed?



The survey responses show that the majority of the respondents provide both pre-training and on-going training for their employees. (Table IV and Charts C and D). Employers in the construction industry area indicated that training and on-going training were provided 63% and 47% of the time, respectively. This industry had the least number of jobs requiring training while travel and tourism had the highest frequency, with 95% of the jobs requiring prior training and on-going training was provided in 75% of the jobs.

Table IV

Does Your Firm Provide Pretraining and On-going Training

BUSINESS AREAS	PERCENTAGE "YES" RESPONSES	
	Pre-training	On-going Training
Health Care Industry	77%	81%
Travel/Tourism Industry	95%	75%
Construction Industry	63%	47%
Transportation/Automotive	85%	89%
Natural Resources/Ag/Utilities	88%	96%
Business/Retail Industry	90%	81%

CHART C

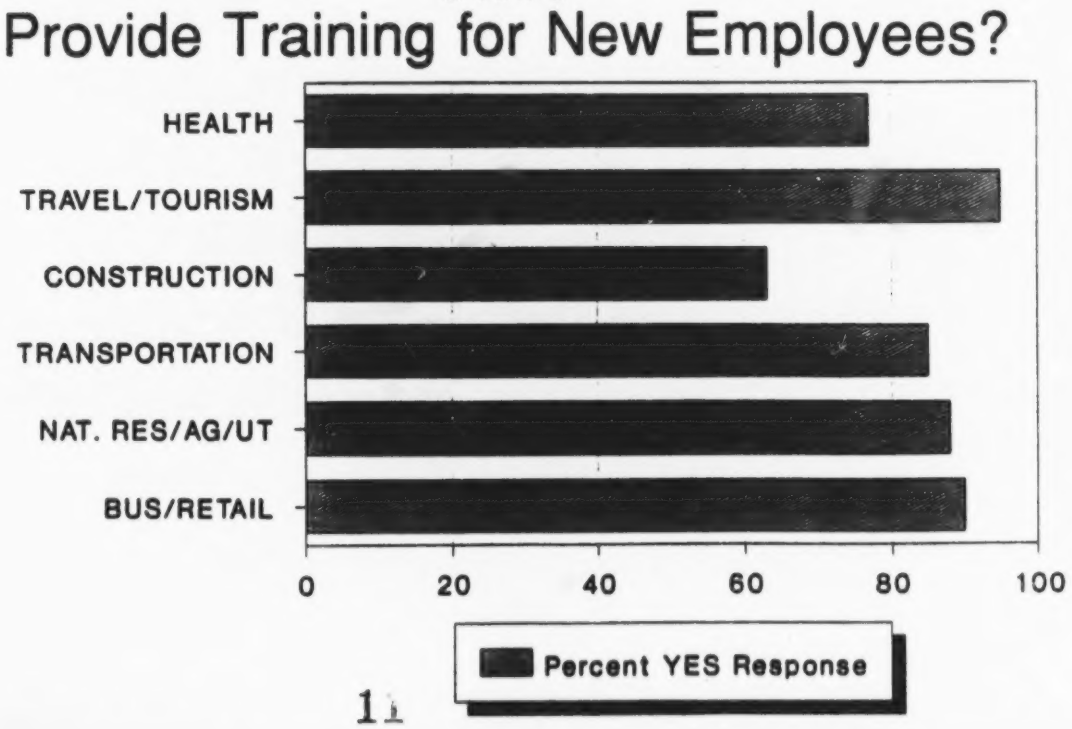
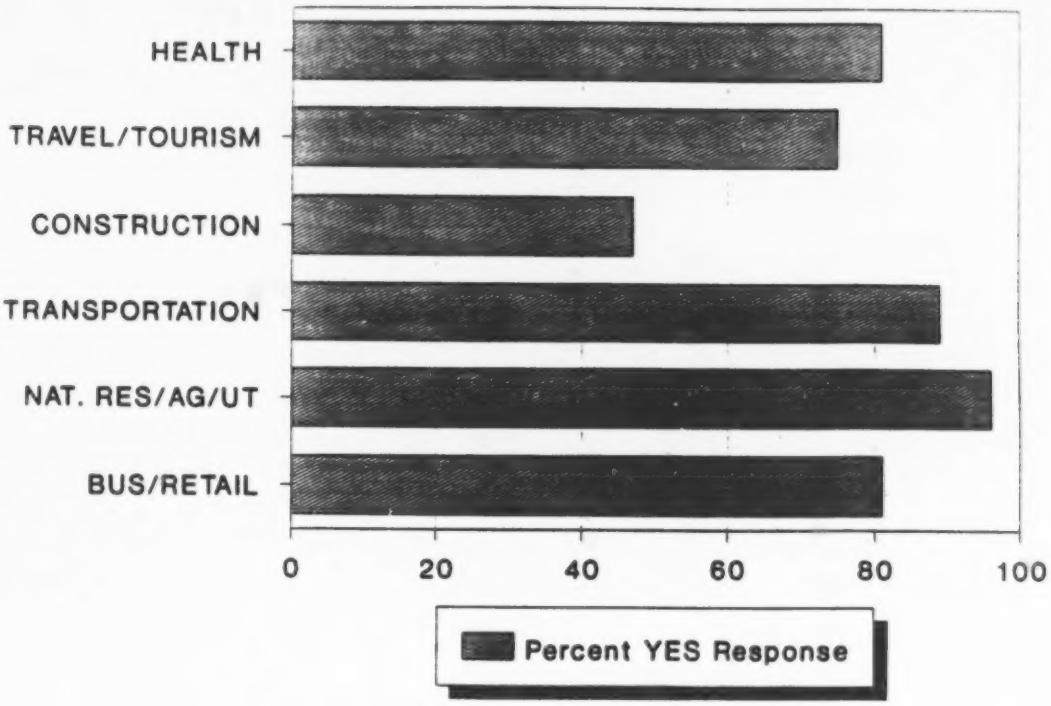


CHART D

Provide On-Going Training?



Apprencticeship training is a commonly accepted method of training workers in many skilled areas. Nationally, the program provides training for approximately five percent of the workforce. The training is usually in lieu of a formal vocational school program. Therefore, when planning vocational training programs, knowledge of apprenticeships and the populations served is important.

Employers were questioned about their participation in apprenticeship programs for employees. As shown in Table V and Chart E, the majority of the respondents in all business areas answered that their businesses did not participate in apprenticeship programs. Employers in the health care industry responded "no" to this question most frequently for their job types (93%), as compared to a low of 61% by the business/retail industry.

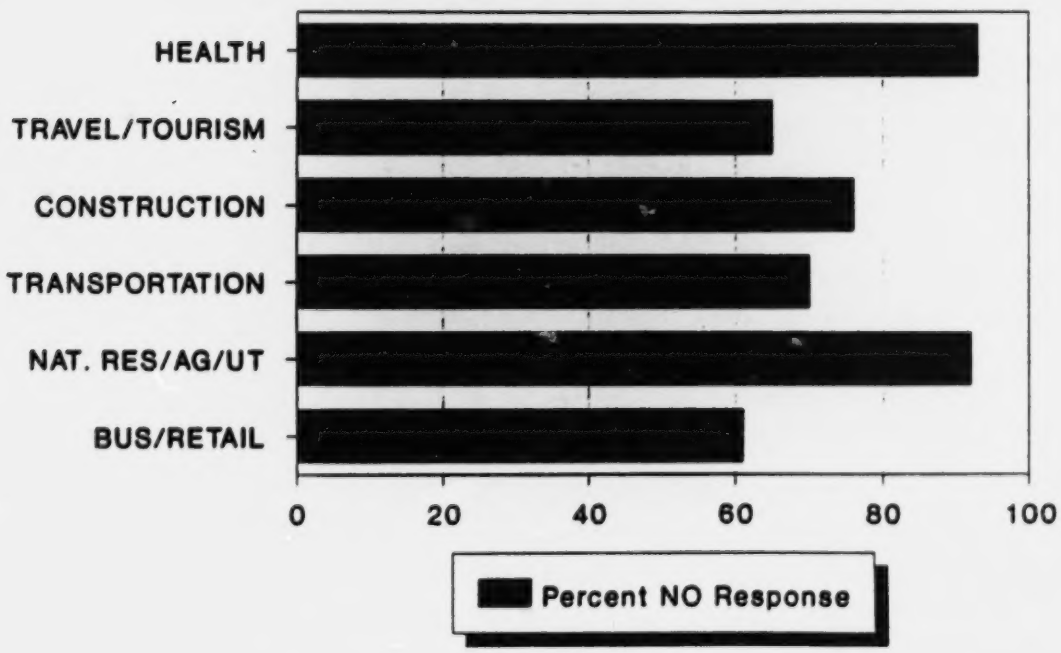
Table V

Participation in Employee Apprenticeship Programs

BUSINESS AREA	PERCENTAGE "NO" RESPONSES
Health Care Industry	93%
Travel/Tourism Industry	65%
Construction Industry	76%
Transportation/Automotive Industry	70%
Natural Resources/Ag/Utilities Industry	92%
Business/Retail Industry	61%

CHART E

Participate in an Apprenticeship Program?



TRAINING DEMANDS AND QUALIFICATIONS:

Employers were asked to identify to what degree they had difficulty finding qualified employees in specific job types; if there was a demand for a more highly-skilled workforce in their business; and if their firm had a high employee turnover rate due to inadequate training.

As shown in Table VI and Chart F, employers' responses indicated that the majority of them do, indeed, have difficulty finding qualified employees for their businesses and that there is a greater demand for a more highly-skilled workforce (Chart G) in almost every industry area surveyed.

Respondents from the travel/tourism industry answered they had the most difficulty finding qualified employees (75%), as compared to the lower responses from natural resources/ag/utilities and construction employers (38% and 39%, respectively).

In addition, 89% of the employers from the transportation/ automotive businesses responded that there was an increased demand for a more highly-skilled workforce in their industry. Fifty percent of the travel/tourism employers indicated that there was an increased demand for highly skilled workers in their field.

Table VI

Employee Qualifications and Training

BUSINESS AREA	PERCENTAGE "YES" RESPONSES	
	Difficulty in Finding Qualified Employees	Increased Demand For Highly Skilled Workforce
Health Care Industry	62%	78%
Travel/Tourism Industry	75%	50%
Construction Industry	39%	68%
Transportation/Automotive	63%	89%
Natural Resources/Ag/Utilities	38%	54%
Business/Retail Industry	65%	71%

CHART F

Difficulty Finding Qualified Employees?

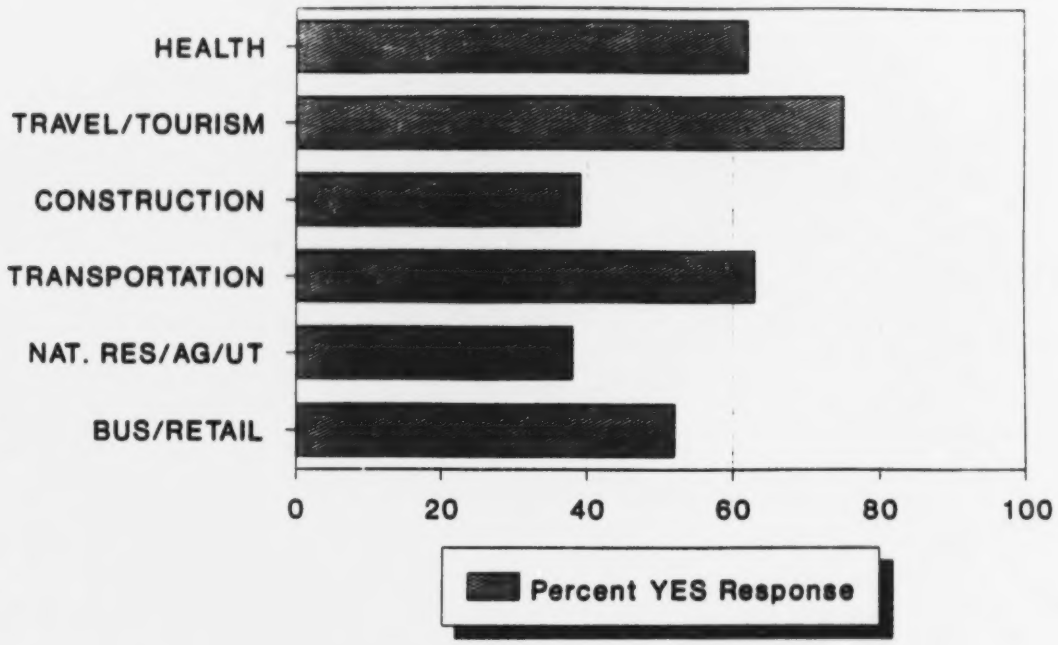
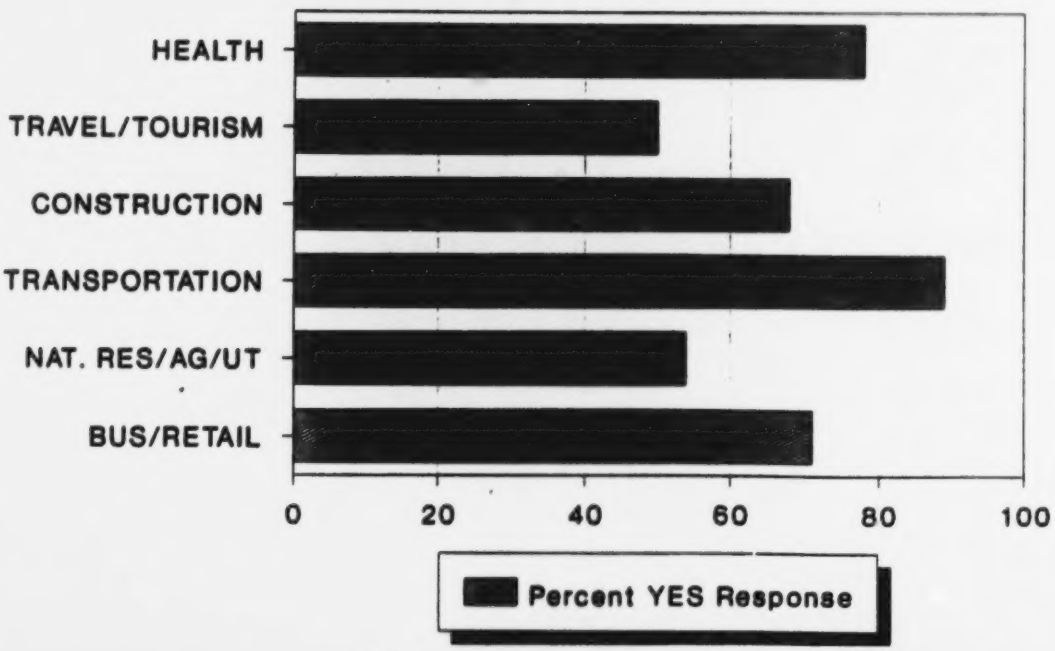


CHART G

Increase Demand for Highly Skilled Workforce?



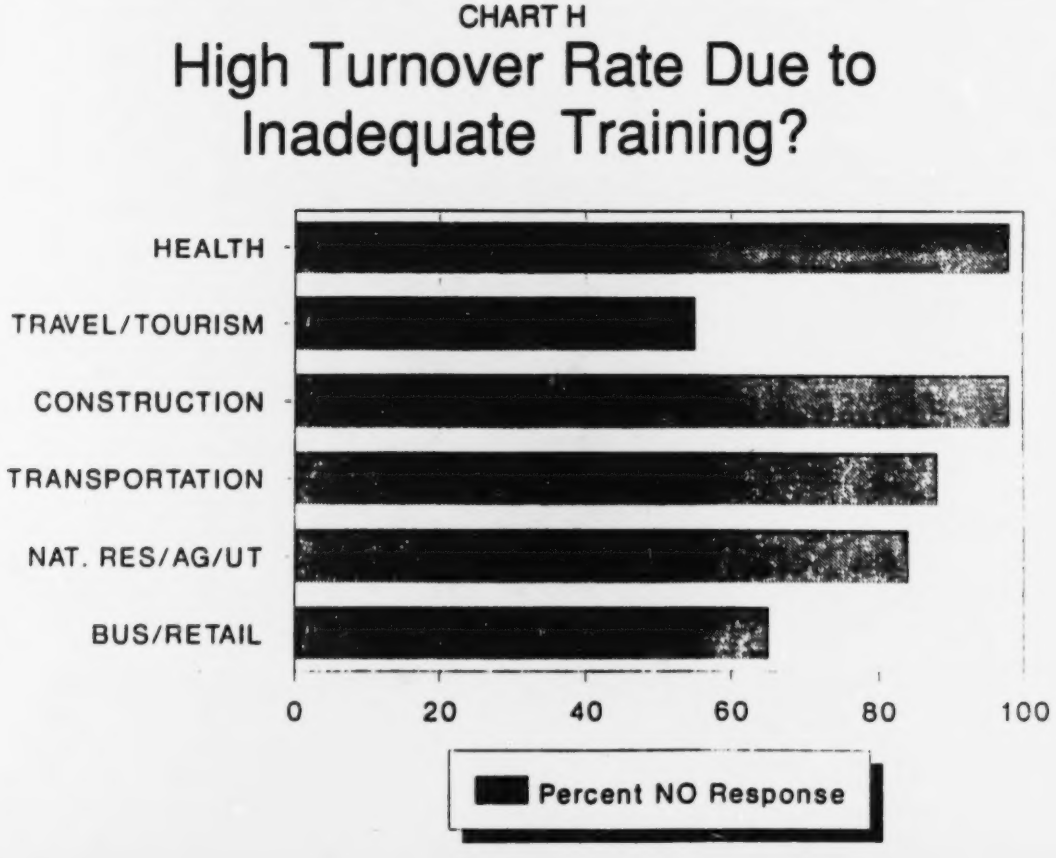
Most respondents indicated that their businesses had not experienced high employee turnover rates because of inadequate employee training. Table VII and Chart H summarize their responses. Employers from travel/tourism industry had the lowest "no" responses to this question, indicating that they may have a higher employee turnover rate because of inadequate training.

Table VII

High Employee Turnover Rate Due to Inadequate Training

BUSINESS AREA	PERCENTAGE "NO" RESPONSE
Health Care Industry	98%
Travel/Tourism Industry	55%
Construction Industry	98%
Transportation/Automotive Industry	88%
Natural Resources/Ag/Utilities Industry	84%
Business/Retail Industry	65%

CHART H



In many occupational areas today, employers use some type of screening tests to determine if employees meet minimum entry-level skill qualifications, or can achieve some type of certification level. Consequently, the survey attempted to identify the industries which were using such hiring practices.

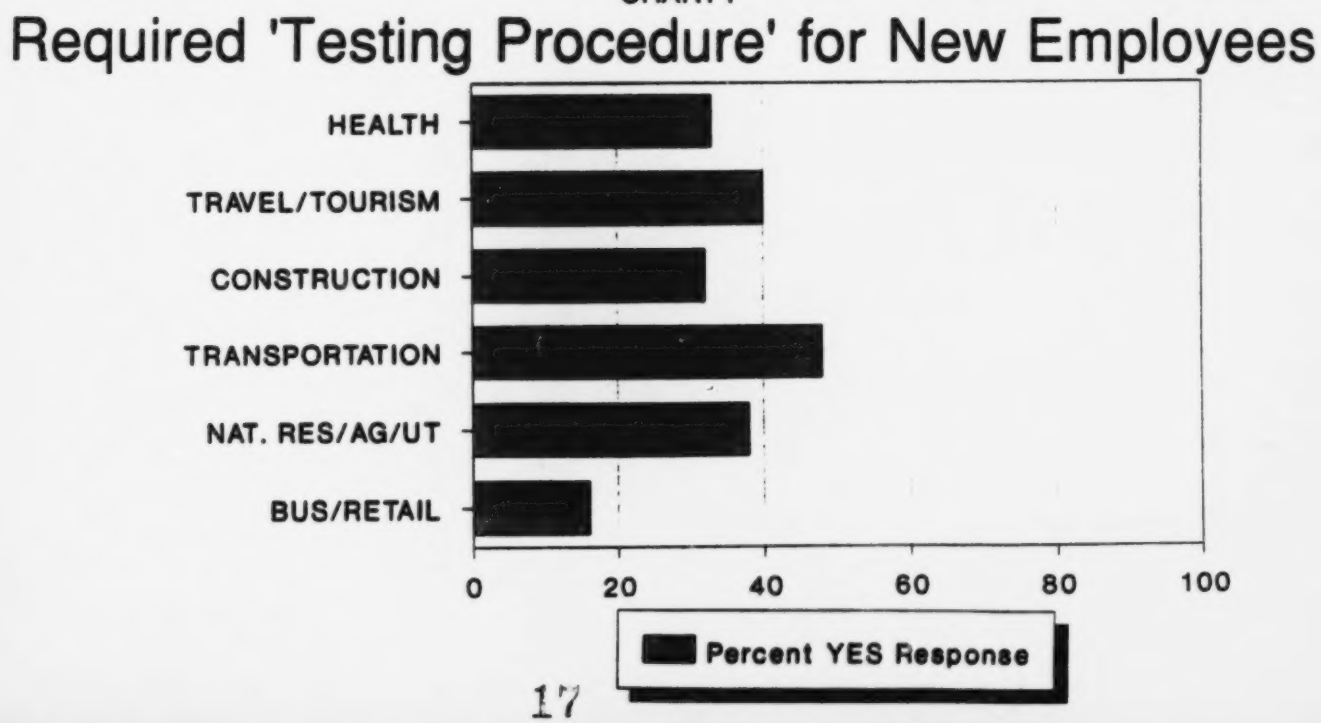
Employers' "yes" answers to this question were very low. Those employers representing transportation/automotive areas reported the highest frequency with a 48% "yes" response, while employers from business/retail industry areas reported lowest at 16%. Table VIII and Chart I depict the employers' responses.

Table VIII

Required New Employee "Testing Procedure"

BUSINESS AREA	PERCENTAGE "YES" RESPONSE
Health Care Industry	33%
Travel/Tourism Industry	40%
Construction Industry	32%
Transportation/Automotive Industry	48%
Natural Resources/Ag/Utilities Industry	38%
Business/Retail Industry	16%

CHART I



Historically, cooperative education programs have provided on-the-job training for many students while attending high school and/or college. These cooperative arrangements between businesses and schools allow students to work for credit and experience "real life" job situations, while also providing employers with a pool of potentially skilled employees for the future.

In order to determine how employers felt about participating in cooperative education programs, respondents were asked to indicate whether they would be interested in participating in coop arrangements in specific job type areas with students from their area.

Responses to this question ranged dramatically. Eighty-five percent of the responding employers from the travel/tourism industry reported that they would be willing to participate in a cooperative education program, while only 25% of the respondents from the natural resources/ag/utilities area indicated they would participate in a coop program. On the whole "yes" responses to this question averaged around 33 percent. (Table IX and Chart J).

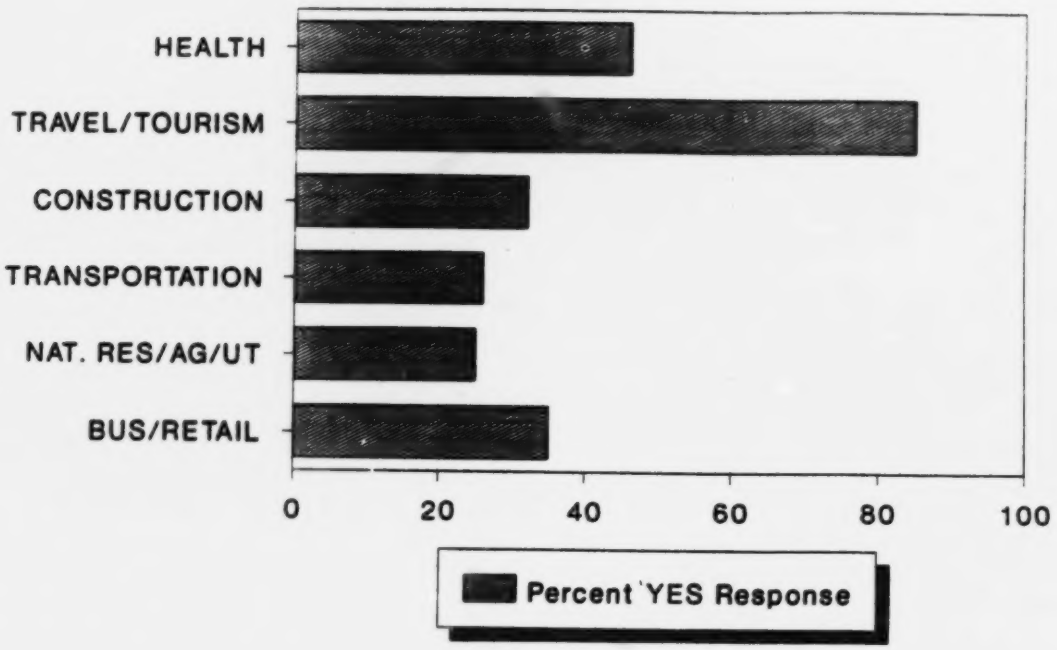
TABLE IX

Employer Interest in Cooperative Education Program Participation

BUSINESS AREA	PERCENTAGE "YES" RESPONSE
Health Care Industry	46%
Travel/Tourism Industry	85%
Construction Industry	32%
Transportation/Automotive Industry	26%
Natural Resources/Agriculture/Utilities	25%
Business/Retail Industry	35%

CHART J

Participate in 'Cooperative Education'



VO-TECH/COLLEGE EMPLOYEE ATTENDANCE AND RECRUITMENT:

Employers were asked if their firms would send or encourage employees to attend a college or technical school in Montana, and if their business had ever recruited new employees from Montana colleges or vocational-technical centers. The responses to these questions are summarized in Table X and Charts K and L.

The survey results show that respondents in all six business areas were positive about sending employees to colleges or technical centers in Montana. Their positive responses ranged from 77% for health care respondents to 50% in the construction industry. In response to recruitment, seventy-five percent of the travel/tourism area reported recruiting from the schools while only 26% of the Business/Retail Industry reported recruiting from the schools.

TABLE X

Vo-Tech/College Employee Attendance and Employee Recruitment

BUSINESS AREAS	PERCENTAGE "YES" RESPONSES	
	Employee Vo-Tech/ College Attendance Encouraged	Vo-Tech/ College Employee Recruitment
Health Care Industry	77%	35%
Travel/Tourism Industry	60%	75%
Constructon Industry	50%	32%
Transportation/Automotive	70%	59%
Natural Resources/Ag/Utilities	58%	38%
Business/Retail Industry	65%	26%

CHART K

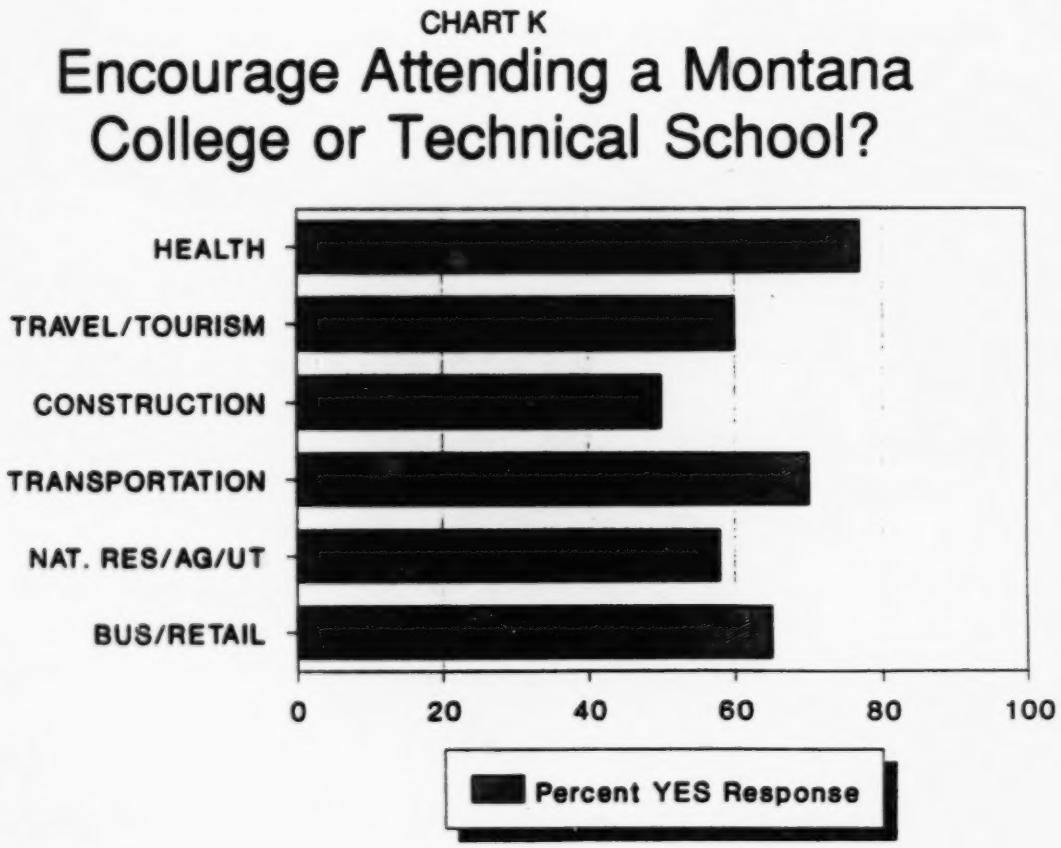
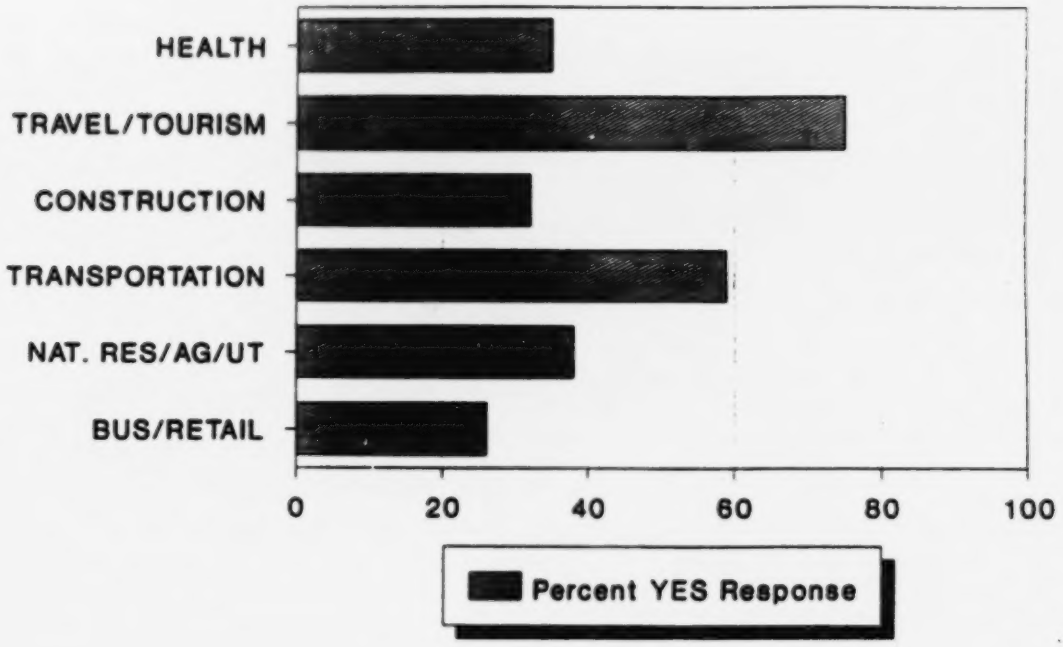


CHART L

Recruited from Montana College or Technical School?



Employers were also asked if they expected a considerable growth rate within any of the four designated job-type areas. This survey question was created to determine how employers perceived growth rates of specific job areas that may benefit from increased training and educational opportunities to meet future demand.

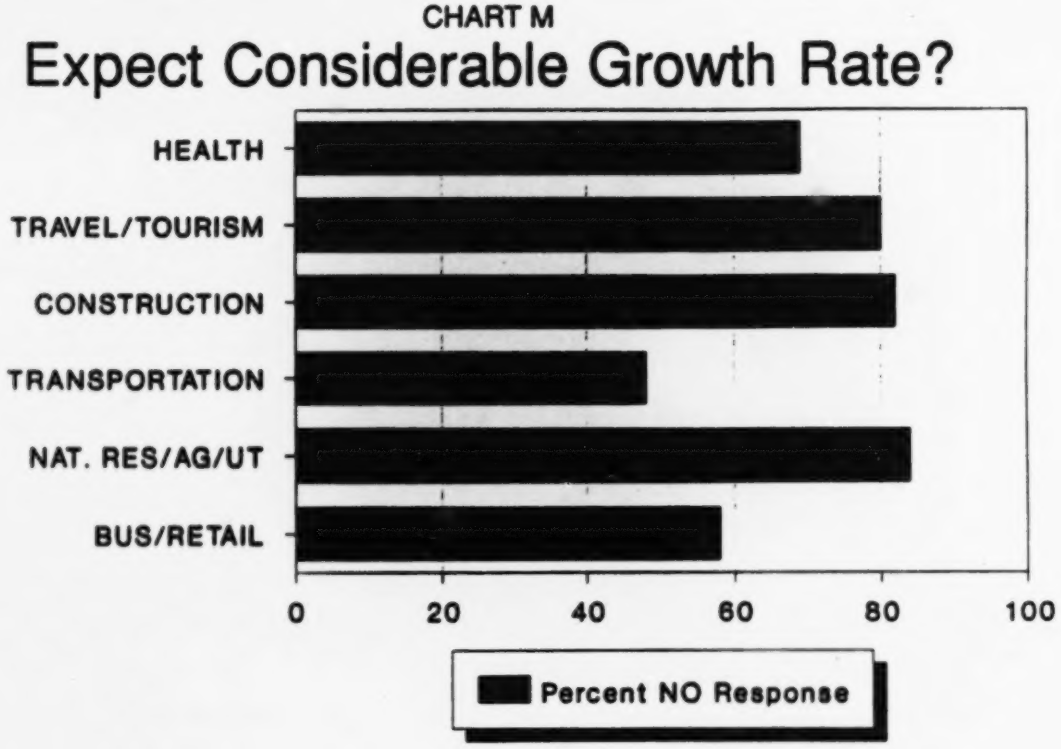
The majority of the respondents reported that there would not be much growth in their identified job types. More than eighty percent of the employers from natural resources/ag/utilities, construction, and travel/tourism areas indicated that they did not expect employee growth rates. The transportation/automotive industry seemed the most optimistic toward growth with only 48% negative responses. (Table XI and Chart M).

TABLE XI

Job Type/Employee Growth Rate Expectations

BUSINESS AREAS	PERCENTAGE "NO" GROWTH RESPONSES
Health Care Industry	69%
Travel/Tourism Industry	80%
Construction Industry	82%
Transportation/Automotive Industry	48%
Natural Resources/Agriculture/Utilities	84%
Business/Retail Industry	58%

CHART M



EMPLOYEE EDUCATIONAL SKILLS/STATUS:

The survey asked employers two questions regarding their employees educational skill level and the educational status they would prefer for their employees.

These questions were asked to determine what skill and educational levels were needed for successful employment within Montana's businesses and to ascertain the educational preferences of employers.

The first question asked employers to rate on a 1-5 scale (#1-little/no importance, #5-very important) the importance of basic educational skills (reading, math, writing) for each identified job type in their business.

Responses overwhelmingly indicated that employers from all six business areas considered the basic educational skills as very important for their employees' success. Eight-four percent of all respondents rated the need for basic skills as either four or five. One hundred percent of the respondents in the natural resources/ag/utilities areas marked 4-5 on this question for all identified job types. (Table XII and Chart N)

Responses indicated that these basic educational skills were not as important for certain job types such as entry-level helpers, clerical, housekeeping, or other low-end jobs which do not require sophisticated training or experience.

TABLE XII

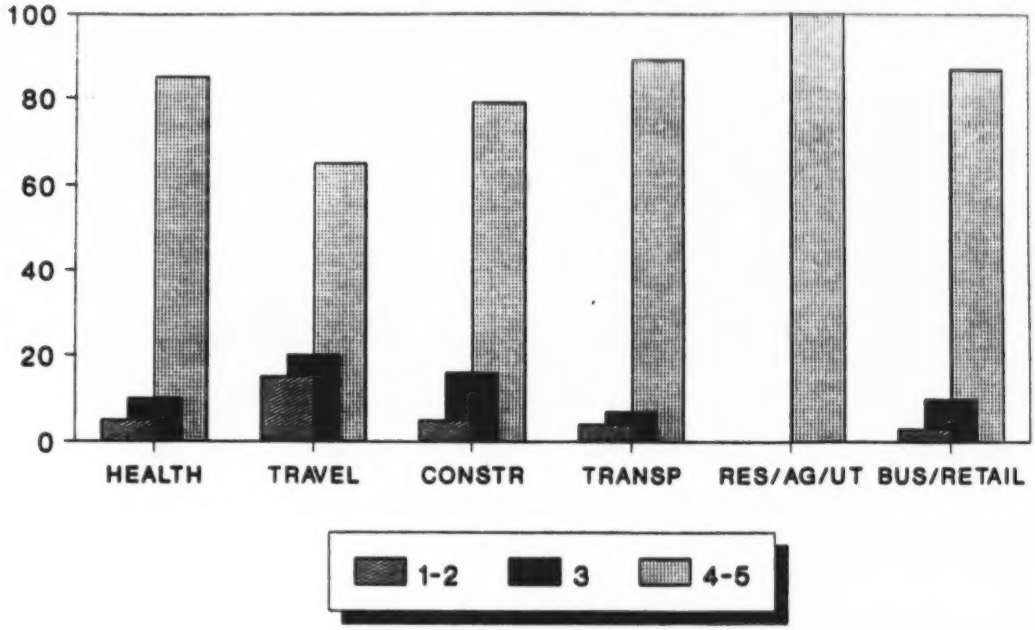
Employees' Basic Education Skill Importance

BUSINESS AREAS	PERCENTAGE RESPONSE
Health Care Industry	
Very Important (4-5)	85%
Important (3)	10%
Travel/Tourism Industry	
Very Important (4-5)	65%
Important (3)	20%
Construction Industry	
Very Important (4-5)	79%
Important (3)	16%
Transportation/Automotive Industry	
Very Important (4-5)	89%
Important (3)	7%
Natural Resources/Agriculture/Utilities	
Very Important (4-5)	100%
Business/Retail Industry	
Very Important (4-5)	87%
Important (3)	10%

CHART N

Importance of Basic Education Skills

(scale 1-5, 5 = very important)



In response to the question related to the educational level for new employees it was expected that certain jobs would required higher educational status because of increased work expectations and skill demands (for example, health care - nurses; travel/tourism - managers; construction - estimators; transportation/automotive - mechanics; natural resources - managers, operators; and business/retail - managers, supervisors).

Survey responses were varied depending upon specific business areas. The majority of the employers indicated that they preferrred employees to have at least a vo-tech certificate or higher for most job types. Table XIII and Chart O indicate that the average percentage of those wanting a worker with a vo-tech diploma or higher ranged from 65% in the travel and tourism industry to 85% in transportation.

Employers noted that those jobs that did not require high educational levels were entry-level clerical, maintenance, and helper jobs.

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TABLE XIII

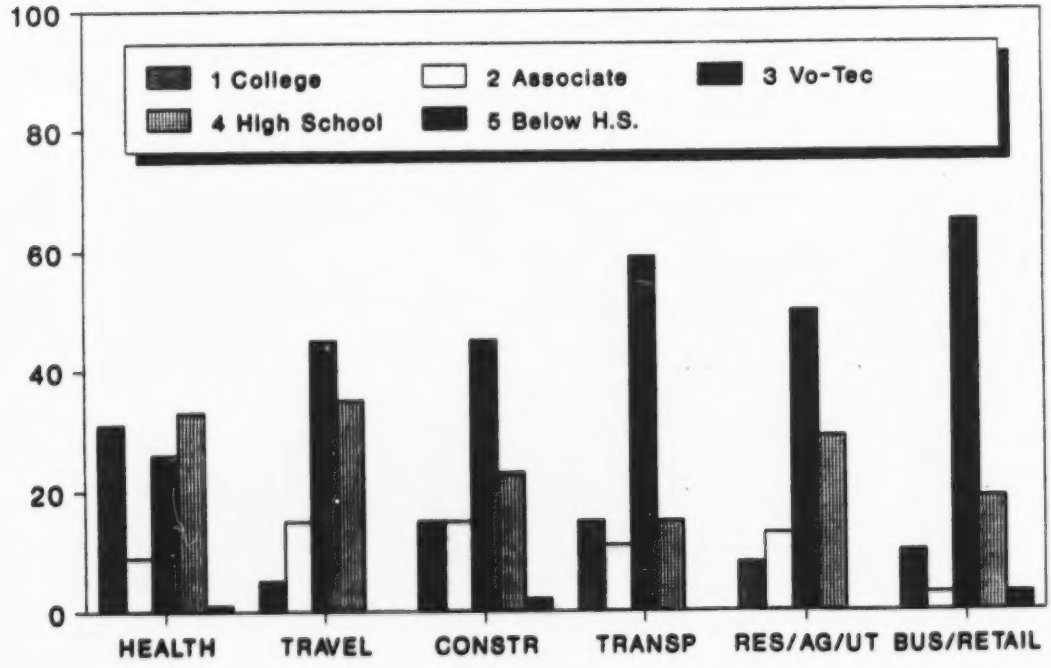
New Employee Educational Level Preference

BUSINESS AREA	PRECENTAGE RESPONSE	
	Total	Combined Response
Health Care Industry		
College graduate	31%	
Associate degree	9%	
Vo-Tech graduate	26%	66%
High school graduate	33%	
Less than high school	1%	34%
	100%	100%
Travel/Tourism Industry		
College graduate	5%	
Associate degree	15%	
Vo-Tech graduate	45%	65%
High school graduate	35%	
Less than high school	0%	35%
	100%	100%
Construction Industry		
College graduate	15%	
Associate degree	15%	
Vo-Tech graduate	45%	75%
High school graduate	23%	
Less than high school	2%	25%
	100%	100%
Transportation/Automotive		
College graduate	15%	
Associate degree	11%	
Vo-Tech graduate	59%	85%
High school graduate	15%	
Less than high school	0%	15%
	100%	100%

Natural Resources/Agriculture/Utilities		
College graduate	8%	
Associate degree	13%	
Vo-Tech graduate	50%	71%
High school graduate	29%	
Less than high school	0%	29%
	100%	100%
Business/Retail Industry		
College graduate	10%	
Associate degree	3%	
Vo-Tech graduate	65%	78%
High school graduate	19%	
Less than high school	3%	22%
	100%	100%

CHART O

Desirable Educational Level For New Employees



GENERAL BUSINESS INFORMATION:

Employers were asked to identify how their firms recruited new employees. This question was intended to identify if there was a particular type of media, employee placement facility, or other source that provided them with new employee contacts. They were asked to mark all applicable means of recruitng they used from a list of the following methods: advertising, job service, unions, schools, walk-ins, and professional journals.

The responses were quite varied. They showed that there was no single employment technique that employers depended on to provide them with new workers. For example, health care employers used advertising media more often to find employees (90%) than do natural resources/ ag/utility employers (38%). Conversely, travel and tourism employers identified that they find new employees through walk-ins far more often (100%) than employers in construction (50%). (Table XIV and Chart P.)

TABLE XIV

How does Your Firm Find New Employees?

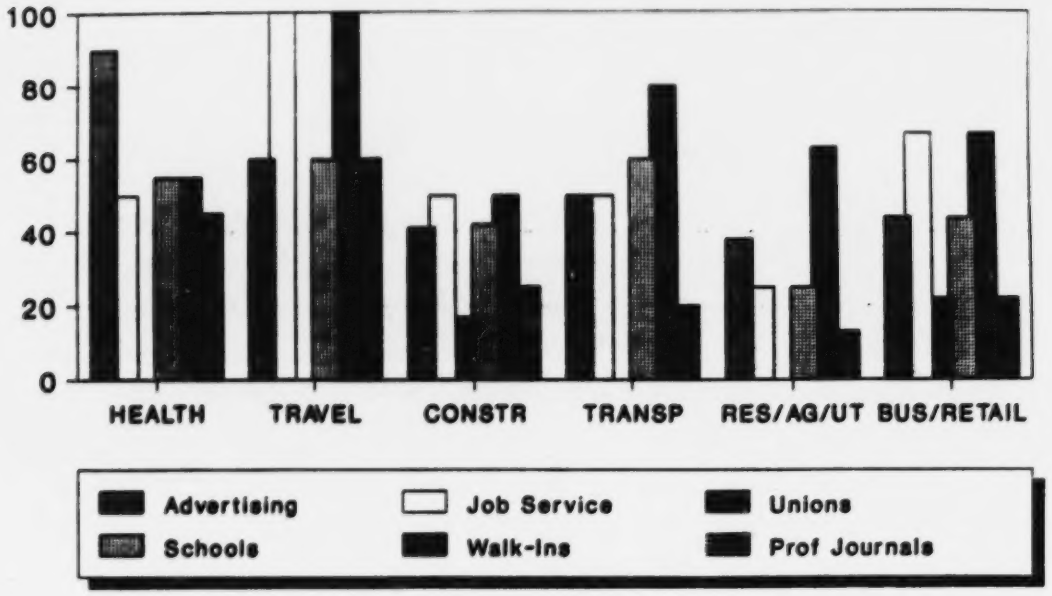
BUSINESS AREA	PERCENTAGE RESPONSE*					
	Adver-tising	Job Service	Unions	Schools	Walk-ins	Prof. Journals
Health Care	90%	50%	0%	55%	55%	45%
Travel/Tourism	60%	100%	0%	60%	100%	60%
Construction	41%	50%	17%	42%	50%	25%
Trans/Auto	50%	50%	0%	60%	80%	20%
Nat/Ag/Ut	38%	25%	0%	25%	63%	13%
Bus/Retail	44%	67%	22%	44%	67%	22%

*Percentage response is over 100, since respondents were asked to identify all methods of recruitment they used in obtaining new employees.

CHART P

How Does Your Firm Find Employees?

(Multiple Responses Recorded)



Finally, employers were asked if there were any specific training courses which may be offered by vocational-technical schools or colleges that would benefit their employees.

Several employers from the six different business categories indicated that more emphasis and educational opportunities should be extended to provide employees with computer/word processing skills; communications (oral and written communications), and technical science/math skills (in construction and ag areas).

Health care employers listed several areas in which employee training could be offered by vocational-technical schools or colleges. Nurse aide, medical assistant, radiology technician, medical transcriptionist, dietary, ward secretary, biomedical technician, pharmacy, and certified nurse assistant training were listed as areas for increased/additional training. Also listed were LPN, RN, team building, medical clerk and clerical/accounting training needs.

Several of these areas are presently covered by programs and courses throughout the state's vo-techs and colleges. However, certain programs and courses in pharmacy, radiology, LPN and RN require licensure through the appropriate governmental agencies or state boards.

Employers from transportation/automotive listed specific areas where additional training could be provided for their employees by the vo-techs and colleges in Montana. These included:on-board computer diagnosis, fuel injection systems, mechanic's training, public relations, and I-car program training.

Tourism/travel employers included hotel/motel management, hospitality training, secretarial and mechanical training, and restaurant/cooks training in their list. Employers from this area also emphasized the need for increased training in all basic skills (oral and written communication and math) as important for their employees.

Finally, increased technical training in specific job areas was listed by employers as important in the areas of construction, natural resources/ag/utilities, and business.

CONCLUSION:

Because this survey was intended to poll employers about their perceptions of employees' educational background and training, several responses are worthy of further study.

Over half of the respondents indicated that prior work experience and technical training were important for new employees. However, few respondents indicated that they participated in cooperative education programs for their employees. In order to provide hands-on work experience and technical training for the future workforce, it is crucially important that employers and educators strengthen and improve the cooperative education network.

Responses also indicated that the majority of employers felt strongly that there is an increased demand for a more highly-skilled workforce. Because of these responses, educators in Montana must make sure that the supply of qualified, highly-skilled employees meet present and future demands through comprehensive educational programs and training opportunities.

Survey results indicated that few employers use vocational-technical schools and colleges as employee recruiting sources. Over half of the respondents stated that they did not normally look for new employees in schools. This may indicate that schools' placement programs may need to be reviewed and updated to allow more employers to seek out new employees from the state's vo-techs and colleges. This is re-emphasized by the responses that showed most employers find their new employees through advertising, job service, or walk-in traffic.

Finally, employers from all business areas overwhelmingly indicated that basic educational skills were very important for the success of their employees. In addition, respondents indicated that they preferred these employees to have at least a vo-tech graduate certificate for employment. It can be concluded that a strong general educational background is mandatory for employee success and that post-secondary educational training is necessary for entry-level jobs.

It is recommended that another employer-needs survey be conducted within the next year or two to study the needs and demands of business and industry in Montana. This type of survey can assist educators in comprehensive curriculum development, and also pinpoint business trends that will influence future training and educational demands made by business and industry.

NE/2

APPENDIX

EMPLOYER NEEDS ASSESSMENT

Business name: _____

Business address: _____

Business phone: _____

Business product or service: _____

Total number of employees: _____

Name and title of person completing survey: _____

SURVEY DIRECTIONS: The following questionnaire is designed with questions to which we would like you to respond as they apply to the "Job Types" found within your business. For the purpose of this survey, "Job Types" is defined as the "kind of work an employee is involved in." Examples are: secretary, carpenter, welder, mechanic, cook, draftsman, nurse, operator, etc.

*On the right side of the survey are four (4) boxes above the answer columns. Please write in up to four (4) major "Job Types" found within your business and circle the appropriate answer for EACH "Job Type."

*IDENTIFY JOB TYPES

	Job Type 1	Job Type 2	Job Type 3	Job Type 4
1. Is work experience required of new employees?	yes no	yes no	yes no	yes no
2. Are your employees required to have technical training?	yes no	yes no	yes no	yes no
3. Does your firm provide training for new employees?	yes no	yes no	yes no	yes no
4. Does your firm provide on-going training?	yes no	yes no	yes no	yes no
5. Does your firm have difficulty finding qualified employees in any of your listed job types?	yes no	yes no	yes no	yes no
6. Would your firm send or encourage your employees to attend a college or technical school in Montana?	yes no	yes no	yes no	yes no
7. Have you recruited employees from Vocational-Technical schools or colleges in Montana?	yes no	yes no	yes no	yes no
8. Does your firm participate in an apprenticeship program?	yes no	yes no	yes no	yes no
9. Does your firm have a required "testing procedure" for new employees? (Basic education, machine & equipment usage, etc.)	yes no	yes no	yes no	yes no
10. Is the demand for a more highly skilled workforce increasing in your business?	yes no	yes no	yes no	yes no
11. Does your firm have a high turnover rate of employees due to inadequate training?	yes no	yes no	yes no	yes no
12. Do you expect a considerable growth rate within any of your four identified job types?	yes no	yes no	yes no	yes no
13. Would your firm be willing to participate in a "Cooperative Education" program for students from your area? (High School, Vo-Tech, etc.)	yes no	yes no	yes no	yes no
14. On a scale of 1 to 5 please rate the importance of basic education skills (reading, math, writing) for each Job Type. (#1 = little importance, #5 = very important)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15. What would you consider to be a desirable educational level for new employees? #1 College graduate; #2 Associate Degree; #3 Vo-Tech graduate; #4 High School graduate or GED; #5 less than High School diploma	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

* *

Please answer the following questions as they pertain to your business in general.

16. In reference to your four (4) identified "Job Types," how does your firm obtain new employees? Check appropriate area(s).

_____ Advertising (newspaper, radio, etc.)
_____ Schools, Vo-Tech Centers, Colleges
_____ Job Service
_____ Walk-ins
_____ Unions
_____ Professional Journals, Organizations

17. Are there specific training courses which may be offered by a Vocational-Technical School or college that would benefit your firm or your employees? (Use any of your identified "Job Types" or other job types found within your business.)

18. In order to build a progressive relationship between vocational-technical education and business, we welcome and encourage your comments and suggestions.

the CENTER for VOCATIONAL EDUCATION
Research, Curriculum and Personnel Development
Box 7751 • Havre, Montana 59501

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CENTER FOR VOCATIONAL EDUCATION
Research, Curriculum and Personnel Development
P.O. Box 7751
Havre, MT 59501

November 3, 1988

Dear Montana Employer:

Do you have problems and concerns in employing well-qualified workers for your business? Is there a school in the state that provides specific training for your skilled workers? The purpose of this survey is to address those questions and to gather information to assist schools in developing appropriate training programs to meet your needs.

The Center for Vocational Education is compiling data which will identify strengths and weaknesses of vocational training programs in Montana, and consequently provide direction for program planning and development. A major part of the data gathering process is to obtain information from employers such as you so that appropriate changes can be made.

We would be very appreciative if you would take ten minutes to answer the questions on the back side of this sheet, staple it with our address showing and mail it by November 15. The necessary postage has been provided.

Thank you for your assistance. Since our major objective is to improve vocational education in Montana, we would like to hear from you at any time on any ideas you may have which will help us accomplish our mission.

Sincerely,

Gus Korb

Gus Korb, Director
Center for Vocational Education
Research, Curriculum and Personnel Development

December 12, 1988

Dear Montana Employer:

This is just a reminder to let you know that we have not received your Employer Needs Assessment survey sent to you on November 3rd. The response to the survey has been great; however, it is very important to the study that we have a response from 100% of the people contacted.

Therefore, we would would appreciate it if you would take a few minutes to complete the survey within the next few days so we can begin to tabulate the results. Thank you for your assistance.

Sincerely,

Gus Korb

A.W. "Gus" Korb, Director
Center for Vocational Educational